

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS
ANNUAL REPORT TO THE STATE BOARD OF EDUCATION FOR 2006-2007

February 2008

This report reflects the work that the VSBPE has accomplished during the 2006 – 2007 term and progress toward meeting its goals in the action plan. Strengthening the collaboration with the State Board of Education has been an ongoing major goal that has again been enhanced this past year by SBE representation at Executive Committee meetings.

This year, the work of the VSBPE focused on completion of new or ongoing projects and reviewing policies and procedures to ensure a smooth transition to the new VSBPE. In addition to continued support to Local and Region Standards Boards, the VSBPE developed a restructured relicensing process, reviewed Praxis I requirements for school nurses and reviewed new licensing regulations.

In August 2006, the VSBPE began to work on the development of a new relicensing process after Commissioner Cate asked the VSBPE to begin the process of looking at and restructuring the relicensing process. Based on reports from the field, Commissioner Cate stated to the Executive Committee several reasons why he believes that the relicensing process needs to be restructured.

First, the process has become more complicated than intended and some local boards are asking for more information/documentation from teachers than what may be necessary. Second, there is a lack of consistency with in the local standards board structure. Third, the Commissioner stated that there must be a better way to structure the relicensing process to use “human capital” in a more efficient way. And last, the Commissioner would like to see a process that shows how relicensing leads to better outcomes for students.

The Commissioner suggested that there may be a better structure for relicensing which includes:

- reducing the number of local standards boards
- making better use of resources and technology we have today
- reducing the amount of required documentation
- linking relicensure to professional development opportunities, which leads to improved classroom performance and better outcomes for students

The commissioner viewed this restructuring as an opportunity to set the stage for transitioning to the new VSBPE.

During the fall and winter meetings, most of the work of the VSBPE focused on the development of a restructured relicensing process. The Board met as a whole and in small groups to develop ideas to meet the challenge. In February 2007, representatives from the VSBPE met with

Commissioner Cate and DOE staff to review a draft proposal of the new relicensing process. In March, 2007, a new proposed relicensing process was approved by the VSBPE.

The proposed relicensing process will require a relicensing applicant to write a five page maximum essay reflecting on his/her professional development activities during the relicensing period. The applicant's essay will need to address the Five Standards for Educators, student performance, district or school initiatives and goals for the next relicensing cycle. All educators will use a standard form with essay prompts. In addition to the essay, a portfolio of professional development activities will need to be maintained.

The VSBPE was requested to review and make a decision regarding the need for school nurses, and in particular, associated school nurses, to take and pass the Praxis I exam. Since the adoption of the Associate School Nurse endorsement, many veteran associate school nurses held a provisional license that expired in June, 2007. These nurses requested a waiver of the Praxis I requirement. The VSBPE held a hearing on this issue and heard from a variety of groups, including the Vermont School Nurses Association, individual school nurses, and superintendents. The VSBPE heard testimony both for and against waiving the Praxis I requirement for school nurses. After carefully reviewing testimony from the field, the VSBPE approved a motion not to recommend to the State Board of Education any changes to the licensing requirements.

New regulations were reviewed and moved forward to the State Board of Education to begin the rule making process. Three types of regulations were reviewed, technical corrections, Career and Technical Education rules and regulation revisions required by Act 214. Most of the VSBPE's discussion of the proposed regulations centered on the Career and Technical Education regulations.

The VSBPE did not recommend the proposed regulations that combined the current Principal and Tech Director endorsement into one education leader endorsement. The VSBPE did not recommend a similar change to the guidance endorsements. Since a plan to integrate secondary and technical education has not yet been finalized, the VSBPE felt that the integration of these two endorsements should wait until the integrated secondary and technical education plan has been finalized. The VSBPE voted to recommend to the State Board of Education a package of revisions to the Educator Licensing Regulations. These regulations will improve educator quality and licensing efficiency by:

1. integrating career and technical education endorsements with "regular" education endorsements and
2. rectifying unnecessary obstacles in the licensing process identified since 2003

In addition to continuing the work of supporting the Local and Regional Boards and higher education institution through ROPA, the new VSBPE will have two major projects. The first is to ensure the current rules, regulations and policies meet the needs of the new Board. Second, the restructured relicensing process will need to be disseminated to the field for review and if necessary revision before it is finalized.

VSBPE 2006-2007 Action Plan

Goal 1: Ensure that all routes to initial licensure and additional endorsement meet the same high standards.

Strategy #1: Continue to monitor implementation of the ROPA-R process for reviewing Vermont's new and existing educator preparation programs at institutions of higher education, and its efficacy in improving educator preparation programs.

ROPA Reviews

- ◆ No full program approval reviews were scheduled for 2007.
- ◆ Concerns raised in the reports of the review team resulted in the VSBPE stipulating a focused visit for Johnson State College on May 23rd. The results of this review are pending.
- ◆ The following institutions submitted and received approval for their Two-Year Reports: Norwich University- Physical Education, Lyndon State College, Castleton State College, and Saint Michael's College.
- ◆ The University of Vermont submitted a report on its art education program in response to concerns raised in the Two-Year Report and received full approval. The Higher Education Committee asked for an update in the fall of 2008 detailing the number of student teachers and supervisors in art education each semester from the spring of 2007 to the fall of 2008.
- ◆ The first review of the next round of ROPA approvals has been scheduled with Middlebury College for November 19-22nd, 2008.

ROPA Redesign

- ◆ The VSBPE adopted revisions to the ROPA process and to the Licensure Portfolio on March 12th, 2007. As part of the revision process, the program approval standards, corresponding indicators, and rubrics were reviewed for redundancies, clarity, and alignment across all parts of the documents. They were also reviewed for alignment with Vermont regulations. The Design Team, in response to feedback on the Level I Licensure Portfolio, adjusted the six portfolio entries to better reflect the demands and practices of the field and the current research on quality beginning teacher assessments. Prior to adoption, the revised documents were reviewed by several Vermont institutions, the Vermont Council for Teacher Educators (VCTE), and by ALANA.
- ◆ Neither the evaluation of the ROPA process nor the examination of the requirements for licensure portfolios of non-classroom teacher candidates have occurred. The Design Team is scheduled to address both of these issues this fall.

Revision of VSBPE Policies

- ◆ The Educator Quality Team (EQT) reviewed the VSBPE's policy on *Teaching and/or Practicum Requirements for Dual Initial Licensure, Additional Endorsement, or Multi-Level Endorsement*. The revision defines what "Additional Requirements" refers to for practicum

requirements and clarifies how candidates should document their meeting of the requirements for a dual, additional or multi-level endorsement.

Strategy #2: Continue to use and monitor ROPA process for evaluation of alternate routes to licensure.

- ◆ The report for the Peer Review visit was completed and the VSBPE granted Peer Review full approval as an alternate route to licensure. The Board requested that a one-year update detailing the work of the newly appointed Peer Review Advisory Committee and the steps Peer Review has taken to address the concerns of the review team be submitted by June 21, 2008.
- ◆ The Higher Education Committee was very pleased with the success of the Results Oriented Program Approval (ROPA) review of Peer Review November 1-3, 2006. The willingness of Peer Review to be the first alternate route to be evaluated by ROPA is greatly appreciated. The Higher Education Committee feels confident that future alternate routes can also be successfully evaluated through a modified ROPA process.

Strategy # 3: Monitor the implementation of more alternate routes to licensure.

- ◆ On June 27, 2007, the regulation changes to SBE Rules 5600-5800 were approved by the Legislative Committee on Administrative Rules (LCAR) and were sent to the Secretary of State Office. The following rule specific to alternate routes was approved:
5370 TEACHING INTERN LICENSE
5371 The VSBPE, or its designee, shall issue a two-year Teaching Intern license with an endorsement to an individual who is enrolled in an alternate route to licensure program which has been approved by the State Board of Education in accordance with section 5332 of these rules.
- ◆ At this time no interested parties have come forth with a proposal for alternate route to licensure.

Goal 2: Sustain, through high quality professional development and relicensure process, a community of educators who are knowledgeable, reflective, life-long learners.

Strategy #1: Monitor educator supply and demand in Vermont schools to identify patterns or causes of imbalances.

The Department provided data on emergency and provisional licenses issued to Supervisory Unions and by endorsement area. This will continue on an annual basis.

Strategy #2: Promote meaningful professional development opportunities that align with relicensure requirements.

- Policy H4 on approved professional development activities was distributed to all L/RSB's to insure that educators were informed of approved activities.
- During the Summer Conferences 2007, all attending received training and sharing best practices for the purpose of working toward consistency among boards statewide.
- L/RSBs were encouraged to work with their district curriculum committees and Regional ESAs to develop and offer quality professional development as deemed appropriate for the educators they serve.

Strategy #3: Strengthen the support given to local and regional standards boards (L/RSBs) to facilitate greater effectiveness, improvement of operation, and integration with local, regional, and statewide professional development systems.

- Encouraged L/RSB members to work closely with local administrators and curriculum personnel to coordinate efforts and avoid duplication.
- Spoke with the Executive Director of the School Boards Association, Superintendents' and Principals' Associations in a joint meeting this year to have the current L/RSB model better understood by the educational leaders in the field.
- Reviewed Plans of Operation this year to reflect an alignment with the regulations and also to gain greater consistency among L/RSBs.
- Produced the quarterly newsletter which is intended to inform L/RSBs of licensing issues and offer guidance on frequently asked questions along with visits to L/RSBs.
- Reviewed the impact of the Electronic Re-licensure Pilots. This process will make for a more effective and consistent relicensure process.

Strategy #4: Develop and promote opportunities to strengthen school leadership.

A plan for alternate routes to licensure was developed and will be able to be used not only for teacher licensure but also to expand the opportunities for administrators to obtain licensure

Strategy #5: Develop a plan to monitor and assess the effectiveness of mentoring programs.

Mentoring is now included in the School Quality Standards (section 2120.4c).

The Needs-Based Professional Development standard in the Vermont School Quality Standards requires that mentoring be a structured component of each school's Professional Development system. The VSBPE has developed "Guidelines for Developing Successful Educator Mentoring Programs". Each school will be required to complete an online status report indicating their level of compliance with the SQS. Each year approximately 30 schools will participate in a site visit to further establish compliance.

Goal 3: Increase understanding among the educational community and community-at-large of the depth and breadth of knowledge and skills required to be an effective educator.

Strategy #1: Use all available means to publicize the role of the VSBPE in promoting educator quality.

Strategy #2: Increase outreach to the education community.

- ◆ The DOE held three workshops throughout the state to introduce the revised ROPA document and process. These April workshops were successful: there were 53 attendees representing every institution in the state with an approved program, Peer Review, and Marlboro College. Attendees appreciated both the overview of the ROPA revisions and the opportunity to dialogue with their colleagues.
- ◆ Each institution's file was reviewed in the spring to determine its status. ROPA timelines were then sent to institutions to assist programs in meeting their ROPA reporting deadlines.

- ◆ The DOE conducted a “transcript review” training for institutions on September 11th. Licensing officers and admissions personnel were invited to review the endorsement requirements and to discuss comprehensive transcript reviews of candidates’ undergraduate majors.
- ◆ The Educator Quality Update bulletin was sent to institutions in August.
- ◆ The Vermont Council of Teacher Educators and the DOE hosted a one-day conference entitled **Continuity and Collaboration: The Vermont Licensure Portfolio Process**, at the Sheraton Hotel in Burlington. The conference brought together teacher educators from across VT in order to engage in critical discussions regarding how their beliefs and visions shape their work with licensure candidates. The conference had working sessions on topics such as fostering voice in the portfolio process, preparing teachers for diverse classrooms, the use of electronic portfolios, and implementing the newly revised entries and rubrics with opportunities for dialogue and exchange among participants.

Strategy #3: Monitor federal No Child Left Behind Act (NCLBA) requirements and work with the Department of Education in the implementation of the federal guidelines to ensure that they support VSBPE vision and goals.

The VSBPE discussed the educator quality requirements under the No Child Left Behind Act (NCLBA) and the VSBPE was briefed on the efforts of the Educator Quality Team to inform administrators and educators of the HQT accountability requirements and to assist them in meeting these requirements.

LICENSING DATA

A total of 16,391 people held a non-conditional Vermont license as of August 30, 2007.

*Temporary Licenses Issued					
<i>Year</i>	<i>Total</i>	<i>Emergency</i>	<i>Provisional</i>	<i>Apprenticeship</i>	<i>% of total employed**</i>
7/06-6/07	491	48	424	19	4.4%
7/05-6/06	532	53	466	13	4.8%
7/04-6/05	732	104	610	18	6.6%

** Includes part-time and full-time positions*

*** Estimated number of professional educator positions in Vermont is 2005 (11,100), 2006 (11,200), and 2007 (11,200). Provisional licenses have a two year limit.*

Licenses Issued		
<i>Year</i>	<i>Initial</i>	<i>Renewal</i>
7/06-6/07	1027	2759
7/05-6/06	916	1533
7/04-6/05	899	3311

Peer Review/Alternative Licensure			
<i>Year</i>	<i>Number Panels Held*</i>	<i>Number Candidates Recommended for Licensure without Stipulations</i>	<i>Number with Stipulations**</i>
7/06 – 6/07	110	77 (70%)	33 (30%)
7/05 – 6/06	84	63 (75%)	21 (25%)
7/04 – 6/05	98	58 (59%)	40 (41%)
7/03 – 6/04	113	82 (73%)	31 (27%)
7/02 – 6/03	94	62	32
7/01 – 6/02	61	37	24

**Includes candidates for initial licensure and additional endorsements.*

Of the 2005-06 panels held, 73 (87%) were for initial licensure and 11 (13%) were for additional endorsements. The 2005-06 numbers include 1 pending.

Of the 2006-07 panels held, 94 (85%) were for initial licensure and 16 (15%) were for additional endorsements. The 2006-07 numbers include 12 pending.

***Based on past years' experience, 96% of these individuals fulfill their stipulations and complete the licensure process within two years.*

SUMMARY OF LICENSING MATTERS HANDLED BY THE LEGAL DIVISION AND THE VSBPE APPLICANT REVIEW COMMITTEE

The following information is presented to provide a yearly summary of licensing cases handled by the Legal Division and the VSBPE Applicant Review Committee. The cases being referred to fall into two major categories, applicant cases (these cases pertain to applicants who reportedly have a criminal conviction or some other adverse legal action resulting in an investigation) and educator discipline cases (these cases pertain to complaints regarding licensed educators).

The Legal Division conducted investigations in forty-six applicant cases between July 1, 2006 and June 30, 2007. This is compared with forty-four such cases in the preceding period (from July 2005 – June 2006) and fifty-eight cases from July 2004 – June 2005.

The Legal Division closed thirty-nine of the applicant cases during this period. Seven of the forty-six applicant cases remained open as of June 30, 2007. Forty-one of the forty-six applicant cases investigated were opened during the reporting year and five were pending from the previous year.

The Legal Division investigated or conducted inquiries into 141 discipline cases during this period. This is compared with 138 such cases in the preceding period (from July 2005 – June 2006) and 160 cases from July 2004 – June 2005.

In 29 of the 141 discipline cases the allegations pertained to individuals who were not licensed educators in Vermont. We flagged these educators in the Licensing Office's database and obtained information to assist the Licensing Office in processing any subsequent applications by these individuals for licensure in Vermont.

The Legal Division conducted formal investigations in 57 of the above mentioned 141 cases. In the remaining cases where investigations were not or have not been opened (55), interviews of the necessary parties (complainants, school administrators, law enforcement officials and/or others) were conducted in an effort to obtain preliminary information to assist the commissioner in determining whether or not to open a licensing investigation.

Licensing action was taken against 18 educators between July 1, 2006 and June 30, 2007. This includes: one educator whose license was revoked, seven educators whose licenses were suspended, four educators who were issued written reprimands during this period and six educators who were issued warning letters.

Please refer to the attached two page statistical summary for additional information.

SUMMARY OF EDUCATOR DISCIPLINE INVESTIGATIONS

<i>Year</i>	<i>7/06 - 6/07</i>	<i>7/05- 6/06</i>	<i>7/04 - 6/05</i>	<i>7/03 - 6/04</i>	<i>7/02 - 6/03</i>	<i>7/01 - 6/02</i>	<i>7/00 - 6/01</i>	<i>7/99 - 6/00</i>
<i>Discipline cases under review or investigation during the reporting year</i>	141	138	160	108	75	36	32	24
<i>Number of discipline cases resulting in a formal investigation</i>	57	68	61	46	28	36	32	24
▪ <i>License Surrendered *</i>	0	0	3	7	0	5	3	1
▪ <i>License Suspended</i>	7	8	7	5	7	1	6	0
▪ <i>Licenses Revoked</i>	1	1	1	0	2	3	2	0
▪ <i>Reprimand</i>	4	10	3	0	1	3	1	0
▪ <i>Other Action</i>	6	0	1	0	0	0	1	2
▪ <i>Appeal Pending</i>	1	2	7	3	1	0	0	0
▪ <i>Closed Without Action Taken</i>	16	27	12	10	6	14	5	1
▪ <i>Otherwise Pending</i>	22	22	32	24	11	10	14	20

* Surrender of a license has the same legal effect as a license revocation.

SUMMARY OF CASES CONCERNING APPLICANTS FOR LICENSURE

<i>Year</i>	<i>7/06 - 6/07</i>	<i>7/05- 6/06</i>	<i>7/04- 6/05</i>	<i>7/03- 6/04</i>	<i>7/02- 6/03</i>	<i>7/01- 6/03</i>	<i>7/00- 6/01</i>	<i>7/99 - 6/00</i>
<i>Investigations Conducted</i>	46	44	58	32	42	33	48	44
<i>Investigations Closed</i>	39	39	53	27	38	25	40	33
<i>Investigations Opened during Reporting Year</i>	41	39	52	28	41	25	37	24
<i>Cases Currently Open at End of Year</i>	7	5	5	5	4	8	8	11
<i>Disposition of Closed Cases:</i>								
▪ <i>Recommended for licensure</i>		32	41	20	26	21	28	26
▪ <i>Recommend with conditions</i>	2	0	0	0	2	0	0	3
▪ <i>Denials Issued</i>	0	2	1	0	0	2	1	0
▪ <i>Withdrawn by applicant</i>	0	1	1	0	0	0	1	0
▪ <i>Cases closed due to lack of criminal conviction or record expunged</i>	1	2	4	3	8	0	9	**

**Information Not Available

Vermont Standards Board for Professional Educators - 2006-2007

Peter Anderson, Teacher

Marion Cross School

James Candon II, Teacher

Marble Valley Correctional Facility

Marilyn Corkins, Teacher

Newport Town School

*** David Ely, Teacher**

Champlain Valley Union High School

Brian Howe, Teacher

Arlington Memorial High School, **Chair**

Jeff Isham, Teacher

Moretown Elementary School

*** Janet Steward, Teacher**

Morristown Elementary School

Colleen Storrings, Teacher

North Country Junior Senior High School

Jon Willard, Teacher

Center for Technology, Essex Jct.

Mark Aliquo, Director

Burlington Technical Center

Susette Bollard, Director of Curriculum and Professional Development

Orange North Supervisory Union

Scott Graham, Superintendent

Caledonia North Supervisory Union

+ Nancy Mark, Principal

Mettawee Community School

Nancy Thomas, Assistant Superintendent/Director of Special Services

Washington Central Supervisory Union

Russell Agne, Professor

University of Vermont

Katherine Jelly, Professor

VT College of Union Institute & University

Alice Whiting, Professor of Education, Retired

Johnson State College

Junius Calitri, Former Superintendent

Cornwall

Peter Gregg, Owner, Golden Stage Inn

June Rosenberg, North Country Union High School Board

Josee Patenaude, Student Member

Lyndon State College

*** *Former Vermont Teacher of the Year***

+ *Former Vermont Principal of the Year*

Vermont Standards Board for Professional Educators - 2007-2008

Sheryl Aliquo, Teacher

St. Albans City

Marilyn Corkins, Teacher

Newport Town School

Brian Howe, Teacher

Arlington Memorial High School

Susan Jensen, Teacher

Barnet

Cassandra Major, Teacher

Barre Town Middle Elementary School

*** Janet Steward, Teacher**

Morristown Elementary School

Stephanie Taylor, Teacher

Mount Mansfield Union High School

Ronald Stahley, Superintendent

Windam Southeast Supervisory Union

Kathy Finck, Director

Career and Technical Center, Essex

Russell Agne, Professor

University of Vermont

Heather McCollum, Professor

VT College of Union Institute & University

Judith Jones, School Board Representative

Mt. Mansfield School Board

Bruce Richardson, Public Member

**** Former Vermont Teacher of the Year***